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ABSTRACT

In November 1994, California's Chabot College undertook a survey of 942 students to determine their perceptions of the campus climate. Specifically, the survey focused on students' views regarding how they were treated at the college; their perception of the campus as welcoming and respectful of differences in race/ethnicity, gender, age, disability, religion, or sexual orientation; differences in responses between groups; and areas needing improvement. An analysis of responses revealed the following: (1) 90% of students said that they felt welcome, while no differences were found for this item by ethnicity, gender, age, or disability; (2) 84% agreed that all students regardless of their characteristics had an equal chance of reaching their goals at the college; (3) 88% agreed that their instructors treated students of all ethnic and cultural backgrounds with equal respect; (4) over 70% of African American and over 60% of Asians, Filipinos, and Latinos agreed that there was an absence of role models for minorities and over 80% of these groups agreed that there should be more minority instructors at the college; (5) 88% felt that the campus provided adequate facilities and assistance to students with physical disabilities; (6) over 70% of students over 30 years old felt that more consideration should be given to the needs and interests of older students; and (7) 40% agreed that the college was not a hospitable place for gays, lesbians, and bisexuals. (HAA)

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ED 402 982

Chabot College

Campus Climate Survey Results: Fall 1994

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Chabot College

Office of Matriculation and Academic Standards
Office of Institutional Research

Campus Climate Survey Results: Fall 1994

Introduction/background

In the past 15 years, Chabot College has evolved from a predominantly white student body to one of a rich multi-cultural mix of whites (41%), Asians (18%), Latinos (16%), African Americans (12%), Filipinos (10%), and other groups (3%). In recognition of this increasingly multi-cultural student body and as part of a state mandate, Chabot College set up a Student Equity Plan to promote student access, success, and satisfaction at Chabot, regardless of race-ethnicity, gender, age, disability, religion, or sexual orientation. As part of this Student Equity effort, Chabot recently undertook a "campus climate" survey to determine how students felt they were personally treated at Chabot, whether they perceived the "campus climate" at Chabot as welcoming and respectful of differences in race-ethnicity, gender, age, disability, religion, and sexual orientation, whether their perceptions differed based on their race-ethnicity, gender, age, disability, religion, or sexual orientation, and which areas of the campus climate need improvement.

The survey was conducted in November, 1994, on 942 students in a stratified random sample of 60 course sections, and reflected the composition of students enrolled at Chabot. Since students who were in more courses had a higher chance of being in the sample, there were more full-time than part-time students in the study, even though part-time students are the majority of Chabot students. In addition, the survey was conducted after the date to drop, so students who had dropped all their courses were not included. Therefore, the results are most reflective of students who are on campus more and who have stayed in college throughout the Fall Semester. The few differences between part-time and full-time student responses are noted. All percentages reported for the total group have a margin of error of plus or minus 3-5 percentage points.

Overall results

Responding to the challenges of a multi-cultural urban environment, Chabot has welcomed a wide range of types of students onto the campus, has created a campus climate of respect for differences, and has started incorporating multi-cultural material into courses. However, additional work needs to be done to promote more awareness and more positive interactions among students and to reflect the multi-cultural nature of the student body in the composition of the staff and the content of the courses.

Personal experiences at Chabot

Most student's personal experiences at Chabot are positive. Ninety percent of the students said they felt welcome at Chabot, and this did not vary by race-ethnicity, gender, age, or disability. More than 80 percent said they were made to feel comfortable at Chabot by other students, and that they would recommend taking classes at Chabot to others of a similar cultural background as themselves, and this did not vary by student group. Almost 70 percent stated that they were proud to say they went to Chabot, and more than 75 percent said they would go to Chabot if they were doing it over again. Higher percentages of older students and part-time students than younger and full-time students felt proud to be at Chabot and would go to Chabot again.

In the classrooms and counseling offices, 88 percent felt that instructors graded fairly without regard to race-ethnicity or gender, and more than 70 percent felt that instructors had made special efforts to help them achieve and that their experiences with counselors had been positive. In addition, 62 percent have interacted with their instructors after class or outside of the classroom. None of these experiences varied by race-ethnicity or gender.

Overall campus climate

Most students perceived the campus climate as one of respect for differences in race-ethnicity, gender, physical disability, age, sexual orientation, native language, and religion. Eighty percent or more agreed that the campus climate was respectful of each of these differences, that all students have an equal chance of reaching their goals at Chabot, regardless of their ethnicity, gender, age, disability, or sexual orientation, and that Chabot College makes a genuine effort to make ethnically and culturally diverse students feel welcome, and 75 percent felt that visual images around campus promote a positive awareness of diverse cultures. Still, almost one fifth to one quarter of the students disagreed with these statements.

Many students, especially ethnic minority students, felt that more could be done to promote awareness and interaction among different cultural groups. While 69 percent felt that the college produces an adequate number of programs that celebrate the multi-cultural heritage of students, fewer ethnic minority students than white students agree with this. While 54 percent felt that they had increased their understanding of women, diverse ethnic/cultural groups, diverse sexual orientations, and people with disabilities by attending Chabot, another 54 percent felt that there were not enough opportunities to learn about people of these diverse groups. More Asian, Filipino, Latino, and gay, lesbian, and bisexual students than white and heterosexual students agreed that there were not enough opportunities to learn about diverse groups of people.

Cross-cultural contact and communication was valued by most students. Most students (91%) value making friends with students of other cultural and ethnic backgrounds, 77 percent have social contacts at Chabot from other backgrounds, and 60 percent frequently work or study with students of other ethnic groups. However, 26 percent felt that it was hard to meet students of different backgrounds, and 19 percent did not feel comfortable interacting with other groups.

Some barriers to communication between cultural groups were perceived, and the college was encouraged to facilitate more positive interactions. While 75 percent felt that people of different ethnic and cultural groups relate well at Chabot, 73 percent felt that people tend to stick with their own "clique," 55 percent felt that there is a lack of communication between groups, and 32 percent felt that tension between groups was a problem at Chabot. In addition, negative graffiti related to gender, ethnicity, disability, religion, and sexual orientation was noticed by 23 percent of the students, and was noticed by more Asians, men, and gay, lesbian, and bisexual students than by whites, women, and heterosexual students. Similar percentages of students often heard jokes related to race-ethnicity (29%), gender (27%), or disabilities (21%) on the campus. Most (84%) of the students felt that the college has an obligation to promote and encourage positive interaction among students of all ethnic and cultural groups. The types of campus activities that had most increased students' understanding of diverse groups were classes (45%), informal discussions on campus (27%), the campus newspaper (26%), special events like cultural celebrations (25%), music art, or drama performances (25%), and workshops or forums (19%).

Campus climate for diverse racial-ethnic groups

Many students felt that their instructors created a positive climate for all students. Most students (88%) agreed that their instructors treat students of all ethnic and cultural backgrounds with equal respect, and 79 percent felt that instructors incorporate into their classes materials than acknowledge the contributions of people from a variety of ethnic and cultural groups, and these perceptions did not vary by race-ethnicity.

However, ethnic minority students felt that more needed to be done in the areas of ethnic minority hiring and multi-cultural awareness and course content. More than 70 percent of African Americans and more than 60 percent of Asians, Filipinos, and Latinos agreed that there was an absence of role minorities for ethnic minorities at Chabot, and more than 80 percent of

these groups agreed that there should be more instructors at Chabot from diverse racial-ethnic groups. (Of full-time faculty at Chabot, 81 percent are white.) Another problem is that of all students, 29 percent often heard offensive racial/ethnic jokes on campus. Between 75 and 95 percent of ethnic minority students and 56 percent of white students felt that more classes at Chabot should include information and perspectives by and about women and men of diverse ethnic and cultural backgrounds. In terms of the responsiveness of the college to these concerns, between 60 and 70 percent of African Americans, Asians, Filipinos, and Latinos felt that the Chabot administration is supportive of ethnic minority needs and issues.

Campus climate for women
Women's experiences at Chabot were both positive and negative. Most students (87%) felt that their instructors encouraged women to participate in class as much as men, and 76 percent felt that their instructors incorporated into their classes materials that acknowledge the contributions of women. However 34 percent of the students felt that men dominated in student clubs and government, and 27 percent often heard or observed women being put down or joked about on the campus. None of these results varied by gender, although 32 percent of full-time vs. 18 percent of part-time students witnessed jokes about women.

Campus climate for students with disabilities
On one hand, most students (88%) felt that the Chabot campus provides adequate facilities and assistance to students with physical disabilities. On the other hand, 25 percent of full-time students and 12 percent of part-time students often hear disparaging or unkind jokes or remarks made about people with disabilities.

Campus climate for older students
More than 70 percent of older students (30 years or more) felt that more consideration should be given to the needs and interests of older students, while between 40 and 60 percent of younger students agreed.

Campus climate for gay, lesbian, and bisexual students
While 69 percent of the students feel comfortable accepting gay, lesbian and bisexual people as classmates, 40 percent agree that Chabot is NOT a hospitable place for gays, lesbians and bisexuals.

Instances of discrimination and bias
Instances of discrimination/bias were most often related to race-ethnicity and gender. Seventeen percent of students had *experienced* and 24 percent had *witnessed* discrimination/bias based on race-ethnicity, and 10 percent had *experienced* and 14 percent had *witnessed* discrimination/bias based on gender. For the categories of age, disability, sexual orientation, and religion, between 3 and 7 percent had *experienced* and between 9 and 13 percent had *witnessed* those types of discrimination/bias. Full-time students *experienced* more race-ethnicity discrimination/bias and *observed* more discrimination/bias based on race-ethnicity, disability, and sexual orientation than part-time students. For each type of discrimination/bias, students were most likely to be the person displaying the discriminatory behavior, and instructors were the next most likely group.

NOTE: Margins of error for subgroup totals:

Race-ethnicity subgroups:

Not enough role models for ethnic minorities:	plus or minus 13-16 percentage points
Need more instructors from diverse racial-ethnic groups:	plus or minus 8-9 percentage points
More classes at Chabot should include diverse perspectives:	plus or minus 8-10 percentage points
Chabot administration is supportive of minority needs:	plus or minus 13-20 percentage points
Part-time/full-time subgroups:	plus or minus 5-6 percentage points
Age subgroups:	plus or minus 9-14 percentage points

Chabot College Campus Climate Survey: Fall 1994
Fall Census vs. Enrollments vs. Campus Climate Survey sample

	All Students Fall Census	All Students Enrollment (Class seats)	Campus Climate Sample Enrollment Sample	Margin of Error
Number of students:	**12,650**	**43,525**	**942**	
STUDENT ENROLLMENT STATUS AND DEMOGRAPHICS				**Plus or minus:**
Parttime/fulltime attendance				
Part-time (0-11 units)	80%	68%	40%	4%
Full-time (12 + units)	20%	32%	60%	4%
Student type				
New	18%	21%	23%	4%
Continuing	53%	57%	46%	4%
Transfer	9%	7%	8%	2%
Returning	20%	14%	23%	4%
Classtime				
Day only	45%	49%	52%	4%
Day & Eve	21%	32%	25%	4%
Eve only	32%	18%	21%	4%
Sat & other	3%	1%	3%	1%
Race-ethnicity				
African American	13%	13%	8%	2%
Asian	17%	21%	18%	3%
Filipino	10%	11%	10%	3%
Latino/Hispanic	16%	15%	15%	3%
Middle Eastern	<1%	<1%	3%	1%
Native American	1%	1%	1%	1%
Other (and mixed-race)	3%	3%	13%	3%
White	40%	36%	33%	4%
Gender				
Female	53%	53%	53%	4%
Male	47%	47%	47%	4%
Age				
19 or younger	22%	30%	28%	4%
20-21	15%	19%	22%	4%
22-24	15%	15%	16%	3%
25-29	15%	13%	14%	3%
30-39	18%	14%	13%	3%
40-49	9%	6%	7%	2%
50 or older	7%	4%	2%	1%
Disability				
Physical	Autumn 93: 1%	Autumn 93: 1%	6%	2%

	All Students	All Enrollments	Campus Climate Sample	
Number of students:	**12,650**	**43,525**	**942**	
Weekly paid hours				**Plus or minus:**
None	31%	34%	25%	4%
1-9	3%	3%		
10-19; 1-20	9%	11%	23%	4%
20-29	18%	22%		
30-39; 21-34	10%	10%	25%	4%
40 or more; 35 +	29%	20%	28%	4%
Number terms attended				
Under 2 terms			32%	4%
2-3			18%	3%
4-6			25%	4%
7-12			18%	3%
Over 12			7%	2%
Highest education level				
First year college			56%	5%
Other undergrad			26%	4%
AA/AS degree	6%	4%	12%	3%
BA/BS degree	4%	2%	6%	2%
Mother's highest education				
Less than high school			17%	3%
High school graduate			30%	4%
Some college			27%	4%
BA/BS degree +			25%	4%
Father's highest education				
Less than high school			15%	3%
High school graduate			26%	4%
Some college			26%	4%
BA/BS degree +			33%	4%
Religion				
Buddhist			5%	2%
Christian			63%	4%
Jewish			1%	1%
Muslim			4%	2%
None			19%	3%
Other			9%	2%
Sexual Orientation				
Heterosexual			94%	2%
Homosexual			4%	2%
Bisexual			2%	1%
Participation in non-course Campus Activities				
Student clubs/government			9%	2%
Athletics			8%	2%
Music/Art/Drama			4%	2%
Campus job			4%	2%
Other			8%	2%

Chabot College
Campus Climate Survey
November, 1994

Percentage Distribution of All Survey Items
Based on a sample of student course enrollments

I. Percentage of enrolled students agreeing or disagreeing with the survey statements

	Percent who Agree or Strongly Agree	Margin of of Error	Percentage of enrollments: Strongly Disagree	Disagree	Agree	Strongly Agree	Number of responses
Students' personal experiences at Chabot	Plus or minus:						
I feel welcome at Chabot College	90%	3%	2%	8%	71%	19%	856
I have been made to feel comfortable here by other students.	82%	3%	3%	15%	68%	14%	868
I am proud to say I go to Chabot.	69%	5%	7%	24%	54%	15%	748
If I had it to do over again, I would attend Chabot.	77%	5%	11%	13%	54%	23%	782
I would recommend taking classes at Chabot to someone whose ethnic or cultural background is the same as my own.	85%	3%	4%	12%	65%	20%	757
I value making friends with students of other cultural and ethnic backgrounds.	91%	3%	1%	9%	59%	32%	874
I frequently work or study on projects with students of other ethnic/cultural groups.	60%	5%	10%	30%	47%	13%	802
My social contacts at Chabot include students of other ethnic/cultural groups.	77%	3%	5%	18%	60%	17%	840
I do not feel comfortable interacting with students and campus staff of different ethnic or cultural backgrounds than myself	19%	3%	41%	40%	14%	5%	802
For the most part, my experiences with counselors have been positive.	72%	5%	9%	19%	51%	21%	773
My instructors have graded me fairly and without regard to race-ethnicity or gender.	88%	3%	4%	9%	57%	31%	818
I interact with my instructors after class or outside of the classroom.	62%	5%	9%	29%	50%	12%	833
Instructors have made special efforts to help me achieve.	71%	5%	6%	23%	55%	16%	823
I feel physically safe and secure on the Chabot campus.	70%	5%	10%	21%	59%	11%	830
If I report any racist, sexist, or other offensive behavior to campus authorities, I believe that it will be handled seriously and fairly.	65%	5%	14%	22%	55%	10%	607
I know how to report to campus authorities any racist, sexist, or other offensive behavi	51%	5%	17%	32%	42%	9%	693

NOTE: To be significant, differences between statements need to be greater than the sum of their margins of error.

Chabot College Campus Climate Survey: Responses to All Survey Items

I. Percentage agree/disagree with statements (cont.)	Agree or St. agree	Margin of Error Plus or minus:	Strongly Disagree	Disagree	Agree	Strongly Agree	Number responses
Overall impressions of Chabot campus climate							
The college climate at Chabot is one of respect for differences in:							
race-ethnicity	84%	3%	4%	12%	70%	14%	765
gender	88%	3%	3%	10%	73%	15%	752
physical disability	87%	3%	3%	10%	69%	18%	733
age	87%	3%	3%	10%	71%	16%	764
sexual orientation	80%	5%	6%	14%	68%	12%	628
native language	79%	5%	6%	15%	68%	11%	687
religion	79%	5%	5%	16%	67%	12%	634
All students, regardless of ethnicity, gender, age, disability, or sexual orientation have an equal chance of reaching their goals at Chabot College.	84%	3%	6%	10%	52%	32%	801
Chabot College makes a genuine effort to make ethnically and culturally diverse students feel welcome.	80%	5%	4%	16%	71%	9%	685
Chabot College produces an adequate number of programs that celebrate the multi-cultural heritage of students.	69%	5%	7%	24%	60%	9%	629
Visual images around campus promote & support positive awareness of diverse culture	75%	5%	6%	20%	66%	9%	733
There are not enough opportunities available on this campus to learn about people of different ethnic/cultural groups, genders, disabilities, or sexual orientations.	54%	5%	11%	35%	40%	14%	635
Negative graffiti about women, certain ethnic groups, certain religious groups, people with disabilities, or certain sexual orientations can frequently be seen on campus.	23%	5%	25%	53%	18%	5%	732
People here tend to stick with their own "clique"	73%	5%	4%	24%	47%	26%	
It is hard to meet people of different cultural and ethnic backgrounds at Chabot.	26%	5%	21%	53%	21%	5%	856
People of different ethnic and cultural groups relate well to each other here.	75%	5%	7%	18%	66%	9%	688
There is a lack of communication among students of different ethnic/cultural groups at	55%	5%	6%	39%	42%	13%	685
Tension between different cultural groups that leads to verbal abuse or physical violence is a problem at Chabot.	32%	5%	18%	50%	25%	7%	616
The college has an obligation to promote and encourage positive interaction among students of all ethnic and cultural groups.	84%	3%	5%	12%	56%	28%	739
As a result of being at Chabot, I have increased my understanding of women, diverse ethnic/cultural groups, diverse sexual orientations, and people with disabilities.	54%	5%	14%	33%	45%	9%	661

NOTE: To be significant, differences between statements need to be greater than the sum of their margins of error.

Chabot College Campus Climate Survey: Responses to All Survey Items

I. Percentage agree/disagree with statements (cont.)	Percent who Agree or Strongly Agree	Margin of Error Plus or minus:	Strongly Disagree	Disagree	Agree	Strongly Agree	Number of responses
Campus climate for diverse racial-ethnic groups							
There should be more instructors at Chabot from diverse racial-ethnic groups	75%	5%	6%	20%	53%	22%	680
There is an absence of role models for ethnic minorities here at Chabot College.	53%	5%	13%	34%	37%	16%	595
Students of all race-ethnicity groups are adequately represented in student government (ASCC).	69%	5%	10%	21%	57%	12%	378
Some ethnic groups here dominate, or have an unfair influence on the decision-making process in student clubs, organizations, and government.	54%	5%	8%	38%	42%	12%	402
The Chabot administration is supportive of ethnic minority needs and issues.	72%	5%	7%	20%	60%	12%	526
I often hear offensive racial/ethnic jokes on this campus.	29%	5%	16%	54%	22%	7%	754
My instructors incorporate into their classes materials that acknowledge the contributions of people from a variety of ethnic and cultural groups.	79%	5%	6%	15%	63%	16%	637
My instructors treat students of all ethnic and cultural backgrounds with equal respect.	88%	3%	4%	8%	62%	26%	832
More classes at Chabot should include information and perspectives by and about women and men of diverse ethnic and cultural backgrounds.	73%	5%	8%	19%	51%	22%	659
Campus climate for women							
I often hear or observe women being put down or joked about on this campus.	27%	5%	18%	56%	22%	5%	737
Men here dominate, or have an unfair influence on the decision-making process in student clubs, organizations, and government.	34%	5%	18%	48%	27%	7%	426
My instructors encourage women to participate in class as much as men.	87%	3%	3%	10%	64%	23%	769
My instructors incorporate into their classes materials that acknowledge the contributions of women.	76%	5%	5%	19%	61%	15%	651

NOTE: To be significant, differences between statements need to be greater than the sum of their margins of error.

Chabot College Campus Climate Survey: Responses to All Survey Items

I. Percentage agree/disagree with statements (cont.)	Percent who Agree or Strongly Agree	Margin of Error Plus or minus:	Strongly Disagree	Disagree	Agree	Strongly Agree	Number of responses
Campus climate for students with disabilities							
This campus provides adequate facilities & assistance to students with phys. disabilitie	**88%**	3%	2%	9%	62%	26%	660
I have often heard disparaging or unkind jokes or remarks made about people with disabilities on this campus.	**21%**	5%	24%	55%	17%	4%	710
Campus climate for older students							
More consideration should be given to the needs and interests of older students.	**58%**	5%	8%	34%	43%	15%	698
Campus climate for gay, lesbian, and bisexual students							
I would feel comfortable accepting as a classmate someone whom I knew was gay, lesbian, or bisexual.	**69%**	5%	15%	16%	49%	20%	743
In general, Chabot is not a hospitable environment for gays, lesbians, and bisexuals.	**40%**	5%	16%	44%	30%	10%	441

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NOTE: To be significant, differences between statements need to be greater than the sum of their margins of error.

II. Percentage of enrolled students who have experienced or seen discrimination or bias							
Have felt or seen discrimination or bias based on:	Felt	Margin of error Plus or minus:		Saw	Margin of error Plus or minus:		Number responses
race-ethnicity	17%	4%		24%	3%		942
gender	10%	3%		14%	3%		942
age	7%	3%		11%	2%		942
disability	3%	3%		13%	1%		942
sexual orientation	3%	3%		12%	1%		942
religion	5%	2%		9%	2%		942

Type of Chabot person acting in a discriminatory or biased manner	Instructor	Cnselor	Other Staff	Student	Margin of error Plus or minus:		Number responses
race-ethnicity	12%	3%	5%	24%		3%	942
gender	6%	1%	3%	12%		3%	942
age	4%	1%	3%	10%		3%	942
disability	2%	1%	2%	12%		3%	942
sexual orientation	3%	1%	2%	11%		3%	942
religion	3%	1%	1%	8%		3%	942

III. Percentage of enrolled students who have experienced respect or rudeness							
Have been treated respectfully or rudely by:	Respectfully	Margin of error Plus or minus:		Rudely	Margin of error Plus or minus:		Number responses
instructors of my ethnic group	59%	5%		3%	3%		942
instructors of other ethnic groups	64%	5%		7%	3%		942
instructors of my gender	63%	5%		4%	3%		942
instructors of my opposite gender	62%	5%		5%	3%		942
counselors of my ethnic group	48%	5%		3%	3%		942
counselors of other ethnic groups	51%	5%		5%	3%		942
students of my ethnic group	62%	5%		6%	3%		942
students of other ethnic groups	59%	5%		13%	3%		942
students of my gender	65%	5%		6%	3%		942
students of my opposite gender	61%	5%		7%	3%		942
campus office staff	46%	5%		8%	3%		942
cafeteria staff	44%	5%		7%	3%		942
administrators	44%	5%		7%	3%		942
campus security staff	41%	5%		8%	3%		942

NOTE: To be significant, differences between statements need to be greater than the sum of their margins of error.

IV. Percentage of enrolled students who have participated in campus activites that increased their understanding or promoted stereotypes of diverse groups							
	Percent	Margin of error					Number of
Campus activities that increased understanding:	Agree	Plus or minus:					respondents
Informal discussions on campus	27%	3%					942
Classes	45%	5%					942
Workshops/forums/seminars	19%	3%					942
Special events (cultural celebrations)	25%	3%					942
Campus newspaper	26%	3%					942
Music, art, or drama performances	25%	3%					942
Others	5%	3%					942
		Margin of error					
Campus activities that promoted stereotypes:		Plus or minus:					
Informal discussions on campus	7%	3%					942
Classes	7%	3%					942
Workshops/forums/seminars	5%	3%					942
Special events (cultural celebrations)	7%	3%					942
Campus newspaper	10%	3%					942
Music, art, or drama performances	4%	3%					942
Others	2%	3%					942

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NOTE: To be significant, differences between statements need to be greater than the sum of their margins of error.